

ACTION PLAN 2006-2007
Champlain Elementary School
Grade Levels: K-5

Faculty Adoption Date: November 28, 2006

Parent Input Process: Action Plan information shared through newsletter, school website and December PTO event.

Evaluation Summary of Previous Plan

- The Action Steps developed in the 2005-2006 Action Plan in the area of Literacy were completed.
- The majority of the Action Steps in Math were completed. More faculty meetings could be devoted to the subject of math.
- Action Steps in the area of Technology, Parent Involvement and School Climate were completed.

FOCUS AREA: ENGLISH LANGUAGE ARTS

Evaluation of Previous Year's Goals

The school met the Academic Indicator and Reading Index for all students. Did not meet the Reading Indicator for the first time for Free/Reduced lunch students.

The percentage of students meeting or exceeding the standard on the Developmental Reading Inventory did not increase significantly (the percentage of students meeting the standard at the end of Grade Two was 78%). Students not meeting the standard continue to need increased support in developing skills in reading fluency and retelling strategies, especially ESL students and students on Individual Educational Plans.

Needs identified by Data and Statement of Current Performance Level

K-5: An analysis of the October 2005 NECAP results indicated that 78% of the Students were Proficient or Proficient with distinction and 16% of the participating students were Partially Proficient and 6% were Substantially Below Proficient in their ability to read, comprehend and analyze grade appropriate text.

In Writing, 76% were Proficient or Proficient with Distinction and 19% were Partially Proficient in their ability to respond to a writing prompt/task with clarity and insight. 5th grade students achieved over 90% of the possible writing points on structures of language and writing conventions. However, they achieved just over 50% of the possible points in the Short Responses category.

Goals for Improved Student Performance

Increase the number of students scoring in the Proficient and Proficient with Distinction range by 5% as measured on the October 2007 NECAP Reading Assessment.

Increase the % of students who achieve the total number of possible points on the short responses sections of the NECAP Writing test.

Action Steps - for each step include Step; Who; Timeline; Description, Evaluation Measure, Outcome will be entered at the completion of the yearly plan.

Step 1: Development of optimum Master Schedule

Who is Responsible: Classroom teachers/Title I/Special Educators/Scheduling Committee/Principal

Timeline: June through September 2006

Description: Develop new master schedule to maximize instructional time for literacy blocks and the utilization of Title I and Special Education resources.

Evaluation: Evaluate use of resources through time study data, individual student IEP goals and staff input.

Outcome:

Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure, Outcome will be entered at the completion of the yearly plan.

Step 2: Using Data to guide instruction.

Who is Responsible: Classroom teachers/Title I/Special Educators/School/Principal

Description: Grade level meetings to analyze test results in the fall and in January using POA, QRI and NECAP results to determine appropriate instructional groupings, strategies and interventions.

Evaluation: POA, QRI data comparing September to June growth.

Outcome:

Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure, Outcome will be entered at the completion of the yearly plan.

Step 3: Building Literacy foundation for Kindergarten students.

Who is Responsible: Kindergarten teachers/K-5 Curriculum Coordinator

Description: Kindergarten teachers will be trained and will implement the Foundations program to address the phonemic/phonetic foundation of young learners.

Evaluation Measure: POA results and observation

Outcome:

Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure, Outcome will be entered at the completion of the yearly plan.

Step 4: Educational Support Teams:

Who is Responsible: Classroom teachers/Title I/Special Educators/School Counselor/Principal

Description: To focus the Educational Support Team meetings on student achievement data, student progress and instructional strategies and interventions. The purpose is to focus on identifying optimum instructional interventions/strategies for each learner and to begin building the understanding Response-to-Intervention.

Evaluation Measure: EST meeting notes and student achievement progress.

Outcome:

Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure, Outcome will be entered at the completion of the yearly plan.

Step 5: Writing focus.

Who is Responsible: Classroom teachers/Title I/Special Educators/Principal

Description: To provide opportunities for teachers to meet and discuss strategies for teaching and evaluating short written responses to informational text and for students to practice.

Evaluation: Performance on writing tasks.

Outcome:

FOCUS AREA: MATHEMATICS

Evaluation of Previous Year's Goals

School met the Math Index and Academic Indicator for All Students. Did not meet the requirements for the first time in Mathematics for free/reduced lunch students.

Needs identified by Data and Statement of Current Performance Level

On the October 2005 NECAP, 76% of the Champlain students in grades 3-5 performed at the Proficient or Highly Proficient levels of solving problems demonstrating logical reasoning with appropriate explanations that include both words and proper mathematical notation.

Grade 2 – May Math Assessment – 51% of the students met the Standard

Grade 1 – May Math Assessment – 54% of the students met the Standard

Goals for Improved Student Performance

Increase the number of students scoring in the Proficient and Highly Proficient levels by 5% as measured by the October 2007 NECAP mathematics assessment.

Increase the percentage of students Achieving the Standard to 75% on both the Grade 1 and Grade 2 end of year Math Assessment.

Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure.

Outcome will be entered at the completion of the yearly plan.

Step 1 K-5: Professional development will be provided K-5 teachers to develop units of study, framed by the UbD design, to address the grade expectations in K-5 mathematics. The units of study will be integrated into the Mathland curriculum.

Who is Responsible: District Math Teacher Leader, K-5 Curriculum Coordinator, District VMI teachers

Timeline: Beginning June 2006 and continuing throughout the 2007 school year.

Description: Units of study will be created to address the state standards/grade expectations and the Burlington K-5 math curriculum. The units of study will be integrated into our current Mathland program.

Evaluation Measure: The number of juried units of study completed and available

Outcome: Math units of study will be available in each school library, which meet UbD criteria (juried) to be shared district wide.

Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure.

Outcome will be entered at the completion of the yearly plan.

Step 2: Implementation of the VMI Phase II Grant

Who is Responsible: District Math Teacher Leader, K-5 Curriculum Coordinator, teachers who have completed Phase I of VMI

Timeline: Beginning August 2006 to plan for implementation. A math content course will be offered to Burlington teachers in the spring of 2007 and continue through the summer of 2007

Description: Up to 30 teachers will participate in the 6-credit math content course offered by the VMI staff. The course will be co-taught by a local mathematician, district math teacher leader, and district VMI graduates. Follow up and mentoring will be embedded into the school day.

Evaluation Measure: Number of Burlington teachers who complete the course, reflections, and observations

Outcome: With increased math content knowledge, teachers will teach for understanding of the "big mathematical ideas" at their grade level

Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure, Outcome will be entered at the completion of the yearly plan.

Step 3:

Who is Responsible: K-5 Teachers, Principal, K-5 Math Coordinator

Description: Faculty review of math data from NECAP and First and Second Grade Math Assessments. Development of grade level action steps to increase math achievement.

Utilize K-5 Math Coordinator for consulting on instructional strategies, materials, student assessment and enrichment program development.

Evaluation Measure: Development of grade level plans. Assessment results.

Outcome:

FOCUS AREA: SCIENCE

Evaluation of Previous Year's Goals

K-5: Science curriculum is being taught in grades K-5, but as a District, we have not taken the time needed to ensure teachers understand and apply the new GEs for science. The one area of science, which was specifically addressed in the past year, was using texts related to science topics in Grades K-5 for work on improving reading comprehension of informational text.

Needs identified by Data and Statement of Current Performance Level

The State NECAP in Science will be piloted at the end of Grade 4, spring 2007 and officially administered statewide the spring of 2008. Burlington teachers must prepare their students for this assessment as well as become more familiar with the state standards and grade expectations in science.

Goals for Improved Student Performance

- Increase K-5 teacher understanding of the Vermont Science Standards and Grade Expectations.
- Design 1 or more science units per grade level, based on the VT Science Standards and Grade Expectations, using the Understanding by Design framework

Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure. Outcome will be entered at the completion of the yearly plan.

Step 1: K-5 teachers will work in grade level groups during the half-day release days and in-service days to plan one or more units at their grade level (including assessments) through a backward design process/Bud. A Science Leadership Team of teachers representing K-5 will work with the Science Consultant throughout the year to help to plan the professional development session to ensure that they meet teacher needs, and to facilitate communication between administration, the Consultant, the K-5 Curriculum Coordinator and teachers.

Who is Responsible: K-5 Curriculum Coordinator

Timeline: June 2006-June 2007

Description: The Science Leadership Team will draft Enduring Understandings for science by grade level and share with colleagues during the 1st early release day. Grade level groups will continue to work through out the school year to develop units of study.

Evaluation Measure: Number of juried units of study completed

Outcome: The K-5 Science curriculum will be re formatted to align with grade expectations and teachers will have an increased understanding of the GEs at their grade level. Units of study based on the GEs for science at each grade level will be completed

FOCUS AREA: PARENT INVOLVEMENT

Evaluation of Previous Year's Goals

Completed Action Steps for Parent Involvement targeted in 2005-2006 Action Plan.

Needs Identified by Data and Statement of Current Performance Level

The Annual Yearly Progress report indicated that students in the Free/Reduced Lunch Category did not make adequate progress.

Goals for Improved Student Performance

See Action Steps in Literacy and Mathematics

Action Steps - for each step include Step; Who; Timeline; Description, Evaluation Measure, Outcome will be entered at the completion of the yearly plan.

Action Step 1: Involve Parents as Teaching Partners

Who is Responsible: Classroom teachers, Special Educators/Title I/Learning Center/Guidance/Principal

Description: Provide materials and training (i.e. Book bags, learning logs, home/school journals, homework instruction, conferences, literacy/math nights) to help parents work with their children especially targeting students not meeting the standards.

Evaluation Measure: list of parent involvement activities and initiatives

Action Step 2: Communication with parents regarding academic progress.

Who is Responsible: K-5 Teachers/Principal

Description: Pilot new standards based report cards to increase effective communication with parents.

Evaluation Measure: Parent and teacher feedback.

Outcome:

FOCUS AREA (OTHER CURRICULAR): TECHNOLOGY

Evaluation of Previous Year's Goals

Will be based on student work collection (June 2006) and Teacher Survey (May 2006).

Needs identified by Data and Statement of Current Performance Level

Although examples of student work at the elementary and middle school level show increasing integration of technology, reviews of teacher reported competency in technology and reviews of professional development staff logs of work with teachers show sporadic and scattered growth. In some classrooms students do significant technology work integrated with their curriculum, while in other classrooms time is spent using technology in ways that do not appear to be aligned with either the technology grade expectations nor specific content standards. Anecdotal reports indicate that not every teacher has a technology goal.

Goals for Improved Student Performance

Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure. Outcome will be entered at the completion of the yearly plan.

Step: Each teacher will complete one Technology GCE activity in each grade 3-8, integrated into his or her curriculum.

Who is Responsible: Each curriculum teacher grade 3-8.

Timeline: May 2007

Description: Working in collaboration with the technology professional development staff, each teacher will complete one classroom unit that includes a curriculum standard and a technology standard.

Evaluation Measure: •Collection of Teacher Integrated Technology Curriculum Units.

- Examples of student work showing performance.
- Survey of teacher curricular use of technology aligned with Technology GCE.

Outcome: (to be determined in May 2007)

Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure. Outcome will be entered at the completion of the yearly plan.

Step: Each teacher will continue to have a technology goal in alignment with the state Technology GCE or national technology literacy standards (see NETS for Teachers).

Who is Responsible: Each teacher.

Timeline: by May 2007

Description: Constant change in technology and its impact on students requires that teachers continually improve their skills.

Evaluation Measure: Teacher technology professional development goals will be integrated into the evaluation process at the building level, and the results will be summarized at the building level by each principal.

Outcome: (to be determined in May 2007)

Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure. Outcome will be entered at the completion of the yearly plan.

Step: Administrators will support teacher technology goals work.

Who is Responsible: Each Administrator.

Timeline: by May 2007

Description: Support for technology goals includes modeling by administrator, support for professional development opportunities, and support for the essential conditions for technology implementation in schools.

Evaluation Measure: Principal report on teacher technology goals; Survey questions on leadership support of technology integration.

Outcome: (to be determined in May 2007)

Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure. Outcome will be entered at the completion of the yearly plan.

Step: Technology hardware will be integrated in core curriculum classrooms in grades 3-8.

Who is Responsible: Technology Director.

Timeline: by May 2007

Description: Access to technology is an essential condition for effective use in the curriculum. It is not sufficient for students to have scheduled pullout time in a lab setting; effective learning requires that key learning tools are available whenever they are needed. Providing a critical mass of technology hardware for each core classroom will allow students access to these tools on an immediate and as-needed basis.

Evaluation Measure: Number of regular classrooms with 3+ CPU

Outcome: (to be determined in May 2007)

FOCUS AREA: SCHOOL CLIMATE/SAFE AND DRUG FREE SCHOOLS

Evaluation of Previous Year's Goals

Completion of 2005-2006 Action Steps including the adoption of a School Wide Responsive Classroom Model.

Decreased the number of incidences of investigated harassment and bullying.

Needs Identified by Data and Statement of Current Performance Level

Continue with School Wide Responsive Classroom approach.

Goals for Improved Student Performance

Action Step 1: School wide responsive classroom implementation.

Who is Responsible: Entire Faculty

Description: Maintain consistent, clear and respectful communication with all students regarding our school rules in keeping with the philosophy and tenants of Responsive Classroom.

Evaluation Measures:

- Incidences of investigated harassment and bullying.
- “*Coming to School Joyfulness Index*” as reported by students, parents and teachers.

Action Step 2: Safety procedures and practice.

Who is Responsible: Entire Faculty

Description: Practice safety drills (lockdown/evacuation) during the school year.

Review protocols for emergency response.

Evaluation Measures:

Record of drills and procedures.

FOCUS AREA: DIVERSITY AND EQUITY

Evaluation of Previous Year's Goals

- Provided additional literacy supports before and after school for students not meeting the standards.
- Utilized the Educational Support Team to identify the academic needs of students not meeting the standards.
- Developed multiple strategies to integrate ESL newcomers into the Champlain community and provide academic support.
- Involved community volunteers through the Reading to End Racism program.

Needs identified by Data and Statement of Current Performance Level

Continue diversity issues education and equitable opportunities for all students.

Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure, Outcome will be entered at the completion of the yearly plan.

Action Step 1 Diversity education.

Who is Responsible: School Counselor, K-5 teachers

Description: Developmental Guidance classroom program includes themes of diversity issues, conflict resolution and social skills development.

Evaluation Measure: Yearly curriculum.

Outcome:

Action Step 2 Diversity Issues Education

Who is Responsible: Faculty

Description: Teaching about diversity issues through selected literature (including Reading to End Racism list) and thematic units of study including social and historical questioning, connecting the past with the present and examining how access to various institutions affects justice, reward and power.

Evaluation Measure: Sharing of books and themes.

Outcome: